

# Agenda



6:00 **Welcome**

6:10 **Instructional Shifts: IDM/Inquiry, 5E, Data Cycle,  
Integrated Reading/Writing**

- Dr. Ashley Cramp, Director of Student Learning

6:50 **BREAK**

7:00 **AI and Technology**

- Mr. Matt Guilfoyle, Chief Information Officer
- Dr. Stephanie Soliven, Associate Superintendent for Teaching and Learning
- Mrs. AJ Phillips, Director of Information Technology

7:45 **Work Session for 1/8/26 Meeting**

8:00 **Closing & Adjourn**

# Instructional Shifts

Dr. Ashley Cramp  
Director of Student Learning  
CRAMPA@PWCS.EDU



# Instructional Shifts: IDM/Inquiry

Mr. Jeff Girvan, Supervisor of History and Social Science  
GIRVANJM@PWCS.EDU



# The Shift in History and Social Science Instruction

- The Inquiry Design Model (IDM) is embedded into instruction versus a stand-alone assessment.
- Students should be doing the work of social scientists **everyday**. This means:
  - skills infused in all learning experiences and
  - students reading, writing, listening, and speaking in every HSS classroom





# The IDM Process

## The Inquiry Design Model (IDM)

- A compelling (overarching) question
- Supporting questions with aligned tasks and sources to support the task
- Writing a response to the compelling (overarching) question to be scored on a rubric

Was Containment a Success?	
<p><b>Supporting Question 1</b></p> <p>What policies did the United States put into place to limit or contain post WWII ideas or theories?</p>	<p><b>Supporting Question 2</b></p> <p>What post WWII ideas or theories threatened the United States?</p>
<p><b>Formative Performance Task</b></p> <p>Create a list of policies the U.S. employed to combat geo-political threats after WWII.</p>	<p><b>Formative Performance Task</b></p> <p>Create an annotated map that shows where political problems were most pronounced and explain the threat these areas posed to the U.S.</p>
<p><b>Featured Sources</b></p> <p>Source A: Department of State: <a href="#">Description of the Truman Doctrine</a></p> <p>Source B: Department of State: <a href="#">Description of the Marshall Plan</a></p> <p>Source C: GWU: <a href="#">Kennan "Long Telegram"</a></p>	<p><b>Featured Sources</b></p> <p>Source A: Mapping History: <a href="#">Cold War Map</a></p> <p>Source B: Department of State: <a href="#">Description of the Berlin Airlift</a></p> <p>Source C: Media Rich Learning: <a href="#">Cold War Part 1 – From World War to Cold War</a></p>
<p><b>Supporting Question 3</b></p> <p>To what extent were United States containment policies effective?</p>	<p><b>Formative Performance Task</b></p> <p>Write a claim and counterclaim about the extent to which the U.S. containment policies were successful.</p>
<p><b>Featured Sources</b></p> <p>Source A: UNH: <a href="#">Contemporary editorial about the effectiveness of the Marshall Plan</a></p> <p>Source B: National Archives: <a href="#">Description of the Korean Conflict</a></p> <p>Source C: Department of State: <a href="#">Description of NSC-68</a></p>	<p><b>Summative Performance Task</b></p> <p><b>ARGUMENT</b> Was Containment a Success? Construct an argument (e.g., detailed outline, poster, essay) that discusses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.</p>

idm INQUIRY DESIGN MODEL™





## COGNITIVE OBJECTIVE



## WHAT PUPILS NEED TO DO

## USE OF QUESTIONING TO DEVELOP HIGHER-ORDER THINKING SKILLS

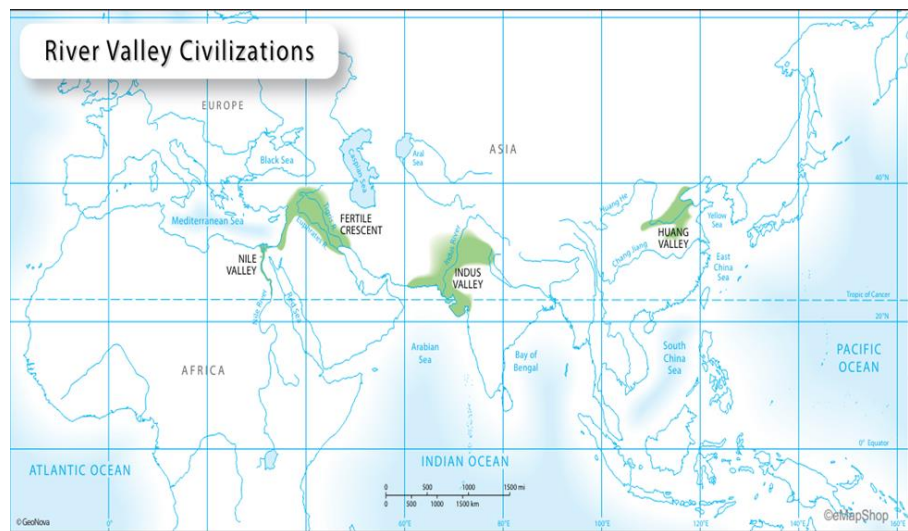


# The Why

COGNITIVE OBJECTIVE	WHAT PUPILS NEED TO DO	USE OF QUESTIONING TO DEVELOP HIGHER-ORDER THINKING SKILLS
<b>Knowledge</b>	Define, recall, describe, label, identify, match	To help pupils link aspects of existing knowledge or relevant information to the task ahead
<b>Comprehension</b>	Explain, translate, illustrate, summarise, extend	To help pupils to process their existing knowledge
<b>Application</b>	Apply to a new context, demonstrate, predict, employ, solve, use	To help pupils use their knowledge to solve a new problem or apply it to a new situation
<b>Analysis</b>	Analyse, infer, relate, support, break down, differentiate, explore	To help pupils use the process of inquiry to break down what they know and reassemble it
<b>Synthesis</b>	Design, create, compose, reorganize, combine	To help pupils combine and select from available knowledge in order to respond to unfamiliar situations.
<b>Evaluation</b>	Assess, evaluate, appraise, defend, justify	To help pupils compare and contrast knowledge gained from different perspectives as they construct and reflect upon their own viewpoints.

# Examples of Overarching Questions

How can geographic features impact the development of civilizations?



How did tobacco transform the Virginia Colony?



# Instruction Has to Change

“The ability to analyze and to think critically requires extensive factual knowledge. . . facts must be taught, ideally in the context of skills. . .”

- Daniel Willingham Professor of Psychology University of Virginia

“A history class should not be arguing about the facts of history, the most important argument we should be having is how do we interpret the facts. The discussions should focus on questions about meaning not questions about facts.”

- Sam Wineburg Professor of Education, Stanford University



“As Dewey predicted, given the chance to interact with real ideas, students thrive. And, it turns out, that all students thrive.”

***From - Inquiry-Based Practice in Social Studies Education: Understanding the Inquiry Design Model, Grant, Swan & Lee, 2023***



# Instructional Shifts:

## 5E

Dr. Jerry Putt, Coordinator Science, Secondary,  
PUTTJL@PWCS.EDU

Ms. Sarah Plumitallo, Coordinator Science, Elementary,  
PLUMITSE@PWCS.EDU







# Significant Shifts in Science Instruction and New Standards



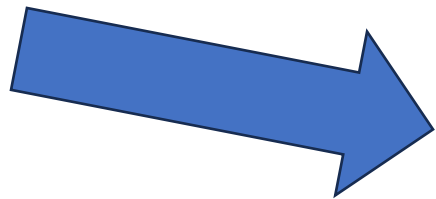


# 2010 Standards vs. 2018 Standards

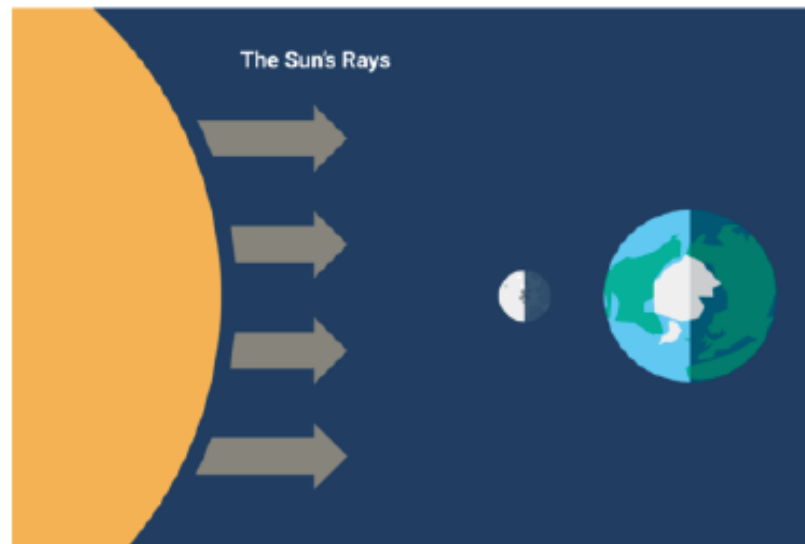
12. Which of these is the next phase of the moon?  
(2002 test – question 14)

- A  Full moon
- B  Waning crescent
- C  First quarter
- D  Waxing gibbous

11. Look at the diagram below. Which *moon phase* do people on *Earth* see and why?  
Circle the words that make the sentence true.



The Sun, the Moon, and the Earth



People see a [ **full moon** / **new moon** ] because the side of the moon that faces Earth [ **reflects sunlight** / **is in darkness** ].

# SHIFT 1: 2010 Standards vs. 2018 Standards



Away from rote memorization of science concepts and vocabulary in isolation.



To a focus on **conceptual understanding** of phenomena that supports the standard's **central idea**.

# SHIFT 2: 2010 Standards vs. 2018 Standards



Away from isolated teaching of scientific and engineering practices (“scientific method”).



To **meaningful application** of scientific and engineering practices **integrated** with conceptual understanding of phenomena.




Students apply their understanding to new contexts, problems, or phenomena.

**Evaluate:** How are students transferring their skills and knowledge? What evidence do students use to justify their thinking?

Explicitly teach concepts and vocabulary by connecting it to students' experiences during the "Explore" phase.

**Evaluate:** How are students beginning to integrate vocabulary into and deepen their explanations?

# Sample 5E Sequence

**Essential Knowledge & Practice (SOL 4.6a, c; 4.1e):**  I can create a model that demonstrates the motions of the moon, sun, and Earth and use it to describe how the main phases of the moon occur.

<b>Engage</b>	Show students visuals of the moon at different times throughout the month. Engage in discourse with the question: “Why does the moon appear to change shape throughout the month?”
<b>Explore</b>	Use physical models (spheres and a flashlight to represent the sun) to investigate how the positions and movements of the Earth, moon, and sun influence our view of the moon.
<b>Explain</b>	Explain the movements and positions of the Earth-moon-sun system.
<b>Elaborate</b>	Given a scenario involving the Earth-moon-sun system, create a model showing the positions of each object and the view of the moon from Earth.
<b>Evaluate</b>	Throughout the cycle, evaluate students’ thinking and use of content-area vocabulary.

# Instructional Shifts: Data Cycle

Dr. Justin Maffei, Supervisor of Math, Secondary,  
MAFFEIJT@PWCS.EDU

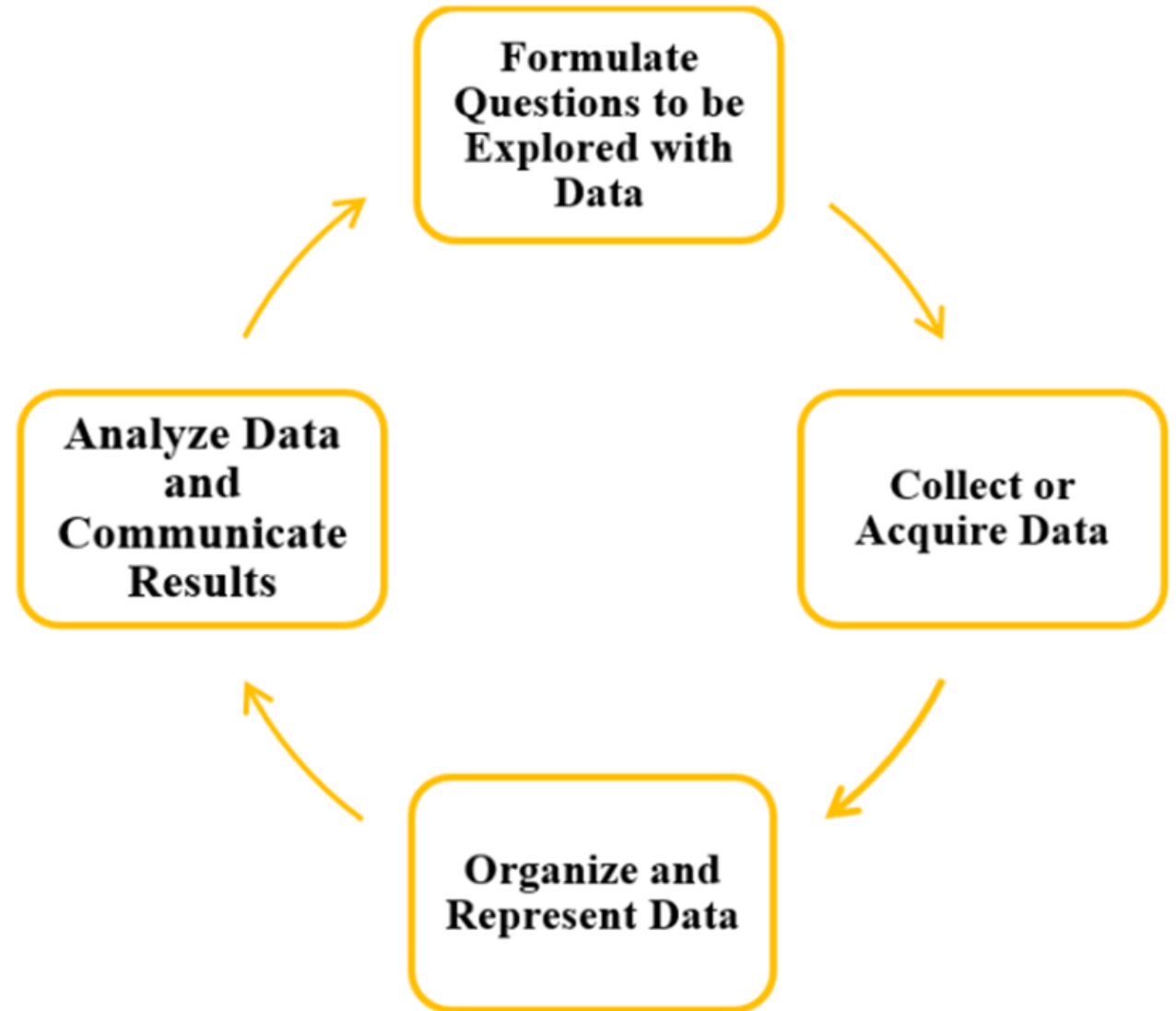
Mr. Chris Latham, Supervisor of Math Elementary,  
LATHAMC@PWCS.EDU



# The Data Cycle

## Data Cycle Grade K – Algebra 2


In each course, the Data Cycle will be a focus in recognition of our **data-rich society** and the need for **statistical literacy**.



# 2023 Data Cycle Standards

Kindergarten through Algebra 2

- The student will apply the data cycle (formulate questions; collect or acquire data; organize and represent data; and analyze data and communicate results) with a focus on...



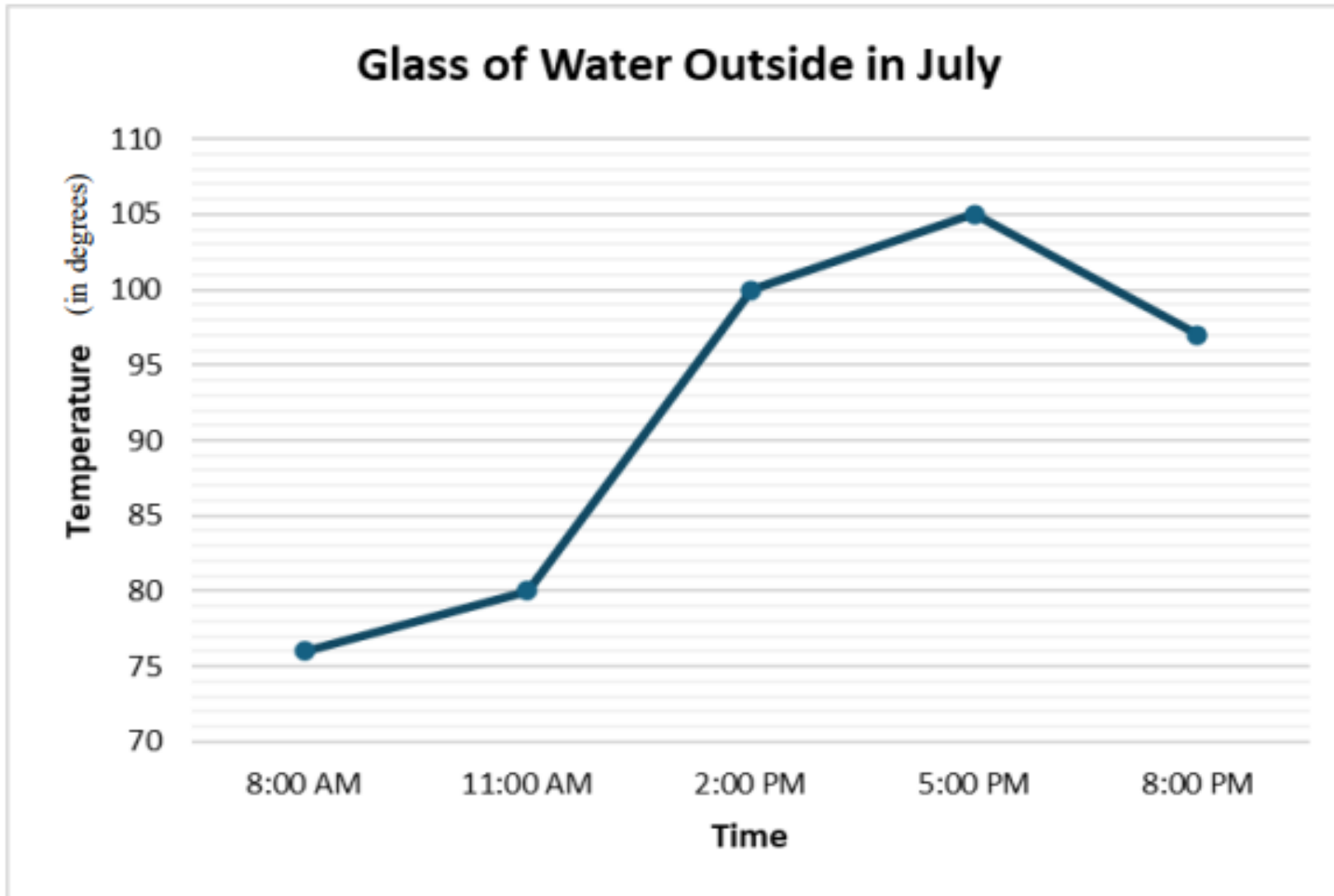
				Change Over Time	Frequency and Measures of Center	Parts of a whole	Distribution	Compare distributions	Relationship	Distribution
K	1	2	3	4	5	6	7	8	Alg 1	Alg 2
object graphs and picture graphs.	object graphs, picture graphs, and tables.	pictographs and bar graphs.	pictographs and bar graphs.	line graphs.	line plots (dot plots) and stem-and-leaf plots.	circle graphs.	histograms.	boxplots.	representing bivariate data in scatterplots and determining the curve of best fit using linear and quadratic functions	univariate quantitative data represented by a smooth curve, including a normal curve.

# 2023 Mathematics Standards of Learning – Data Cycle

- 4.PS.1 The student will apply the data cycle with a focus on line graphs.
- d) **Analyze** data represented in line graphs and **communicate** results **orally** and in **writing**
    - iii) **make inferences** about data represented in line graphs;
    - iv) **draw conclusions** about the data and **make predictions** based on the data to answer questions



# As a Task This Could Look Like



From a single line graph:

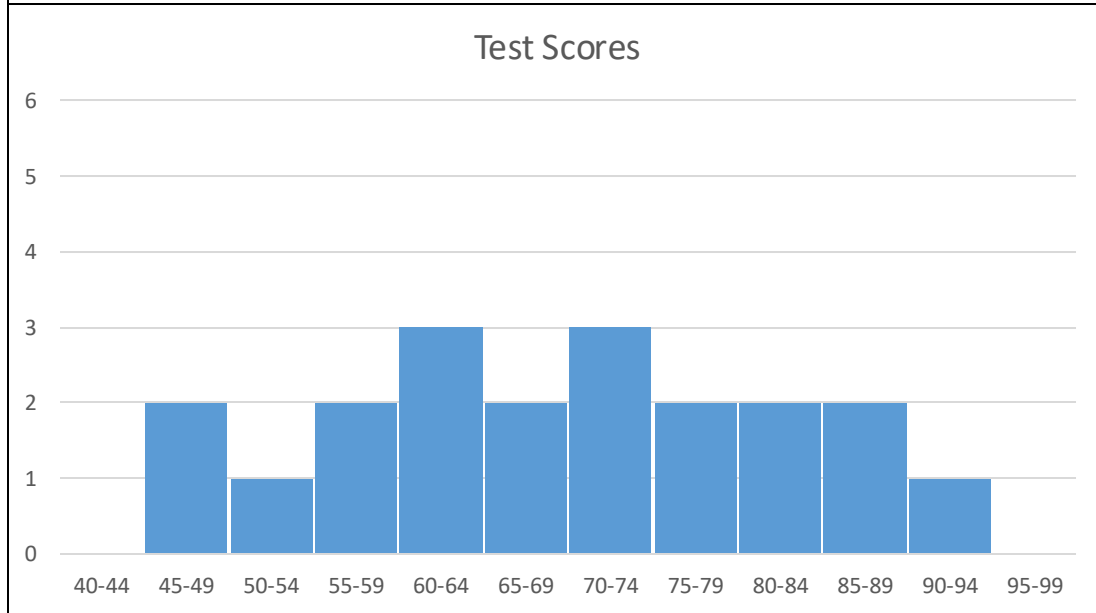
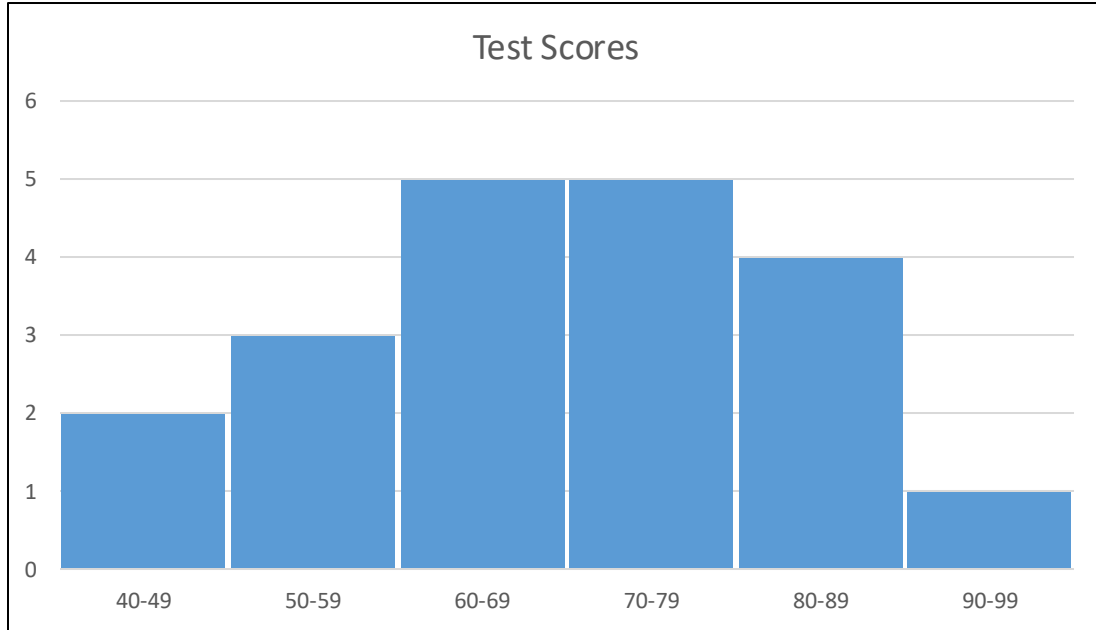
- Choose a table that shows the same data
- Choose questions that can be answered using the data in the graph
- What might we expect the temperature of the water to be tomorrow morning at 8:00am?

# 2023 Mathematics Standards of Learning – Data Cycle

- 7.PS.2 The student will apply the data cycle with a focus on histograms.
- e) **Investigate and explain** how using different intervals could impact the representation of the data in a histogram.
  - g) **Analyze** data represented in histograms by making observations and drawing conclusions. Determine how histograms reveal patterns in data that cannot be easily seen by looking at the corresponding given data set.



# As a Task This Could Look Like



Given a histogram:

- Compare to another histogram of the same data but different intervals (i.e. 40-44, 45-49, etc.) and explain how this impacts the representation and analysis of the data.
- Choose questions that can be answered using the data in the graph
- Determine what conclusion can be drawn from the data representation.

# 2023 Mathematics Standards of Learning – Data Cycle

- A.ST.1 The student will apply the data cycle with a focus on representing bivariate data in scatterplots and determining the curve of best fit using linear and quadratic functions.
- g) Investigate and explain** the meaning of the rate of change (slope) and y-intercept (constant term) of a linear model in context.
  - h) Analyze** relationships between two quantitative variables revealed in a scatterplot.
  - i) Make conclusions** based on the analysis of a set of bivariate data and **communicate** the results.



# As a Task This Could Look Like

A student records their number of hours studied and their resulting test score for the first semester.

Hours Studied	Exam Score
0.5	62
1.0	64
1.5	79
2.0	95
2.5	85
3.0	93

Determine the regression equation for the data.

Describe the meaning of the y-intercept or slope in the context of the problem.

Provide a summary of your analysis and describe how this information could be used.

“Students need to grapple with the fast-changing nature of data...A data-enabled approach affords students an opportunity to bring their personal interests, histories, cultural identities, and self into classrooms where learning is connected to their real world.”

— National Council of Teachers of Mathematics, 2024



# Instructional Shifts: Integrated Reading/Writing

Ms. Carla Drew, Supervisor English Language Arts & Literacy, Secondary,  
DREWCN@PWCS.EDU

Ms. Marisa Miranda, Supervisor English Language Arts and Literacy, Elementary,  
MIRANDMJ@PWCS.EDU





# 2024 SOL Revision Overview

## 2017 Strands

## 2024 Strands

Communication and Multimodal Literacies

Developing Skilled Readers & Building Reading Stamina

Reading

Reading and Vocabulary

Writing

Reading Literary Text

Research

Reading Informational Text

Writing

Language Usage

Communications and Multimodal Literacies

Research

# SHIFT 1



Away from teaching isolated reading comprehension strategies.



To **targeted instruction** in language comprehension with a focus on background knowledge, vocabulary, and morphology using culturally relevant, grade-level text sets that intentionally build background knowledge about a topic.

# SHIFT 2



Away from isolated writing tasks.



To **integrated, explicit teaching** of writing and grammar **through reading** with a focus on conceptual understanding and language expression.



We're always  
**TEACHING** writing,  
never simply  
**ASSIGNING** writing.



# Reading with a Purpose is Writing Instruction

When students read (or are read to) with a writer's eye, they notice:

- How authors use dialogue, imagery, or tone
- How punctuation and grammar shape meaning and mood
- How structure supports clarity and purpose
- This helps students move from “What does this say?” to “How did the author do that—and how can I try it?”



# Writing Instruction Strengthens Literacy Skills

- Writing instruction reinforces reading comprehension.
- Writing instruction builds vocabulary and word choice.
- Writing instruction improves sentence structure and grammar.
- Writing instruction encourages metacognition and self-expression.



# Example Integrated Reading and Writing Activity

Use mentor or exemplar texts to highlight and illustrate specific features of effective writing:

- Organization and structure
- Craft and style
- Word choice
- Language usage
- Correct use of conventions
- Use of literary devices
- Sentence variety



## Model

Highlight specific features of the exemplar/mentor text.



## Practice

Students need time to practice analyzing and applying those features.



## Reflect

Students reflect and evaluate their use of the strategies or writing features.

# Why Writing Matters

## Why Writing Matters for Elementary Students

- Daily practice allows students to engage in planning, drafting, revising, and editing.
- Frequent writing gives students a chance to explore their thoughts and opinions.
- Writing reinforces reading comprehension, vocabulary, and grammar.

## Why Writing Matters for Secondary Students

- Learning to communicate effectively through writing is an essential life skill and will prepare secondary students for college or career success in all their post-secondary endeavors.
- Gives voice to students' experiences to connect, engage, and empower.
- Writing strengthens critical thinking.

Writing occurs in every content area. Writing leads students to think critically about content and ideas presented in disciplinary texts.



“Writing helps students generate ideas, organize their thoughts, and reflect on their learning, which are essential components of critical thinking.”

— Institute of Education Sciences, 2018



# How You Can Support These Shifts

## Math:

- Highlight data representations that occur in everyday life (news, weather, commercials, etc.)
- Have students ask questions or answer questions including making predictions with data in their lives
- Visit [New York Times: What's Going on in this Graph?](#). Have your child choose a topic of interest. Read the article, discussing the questions with your child

## Science:

- Highlight examples of scientific phenomena in everyday life (news, weather, cooking, land features)
- Have students ask “how” and “why” questions about observed phenomena that they might then investigate or research

## Reading and Writing:

- Encourage your child/children to explain what they have read orally and in writing
- Create authentic ways for your child/children to respond to text. Try having them email or text you responses about what they have read
- Create a shared journal that you can come back to and see where thoughts from different texts read have evolved. Ask them questions during the reading
- READ to and with your child
- Have family reading time to model reading for fun

## History and Social Science:

- Encourage your child to write about their learning through critical questions related to the standards they are learning
- Highlight examples in everyday life to evaluate sources for bias and perspectives
- Ask your child what historical or social science sources they analyzed during their history and social science class(es)
- Have your child practice defending their opinions or arguments with evidence

A green clock face with a white center and a green border. The hands are green. The text "Time for a Break!!" is written across the center in a red, cursive font. The clock is set against a grey background.

Time for  
a Break!!

# Technology Update

Superintendent's Advisory Council on Instruction

December 11, 2025

Matt Guilfoyle, CIO, [GUILFOMS@PWCS.EDU](mailto:GUILFOMS@PWCS.EDU)

Dr. Stephanie Soliven, Associate Superintendent for Teaching and Learning, [SOLIVESA@PWCS.EDU](mailto:SOLIVESA@PWCS.EDU)

AJ Phillips, Director Information and Instructional Technology, [PHILLIAS@PWCS.EDU](mailto:PHILLIAS@PWCS.EDU)

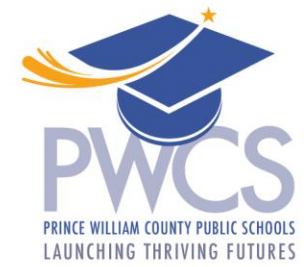
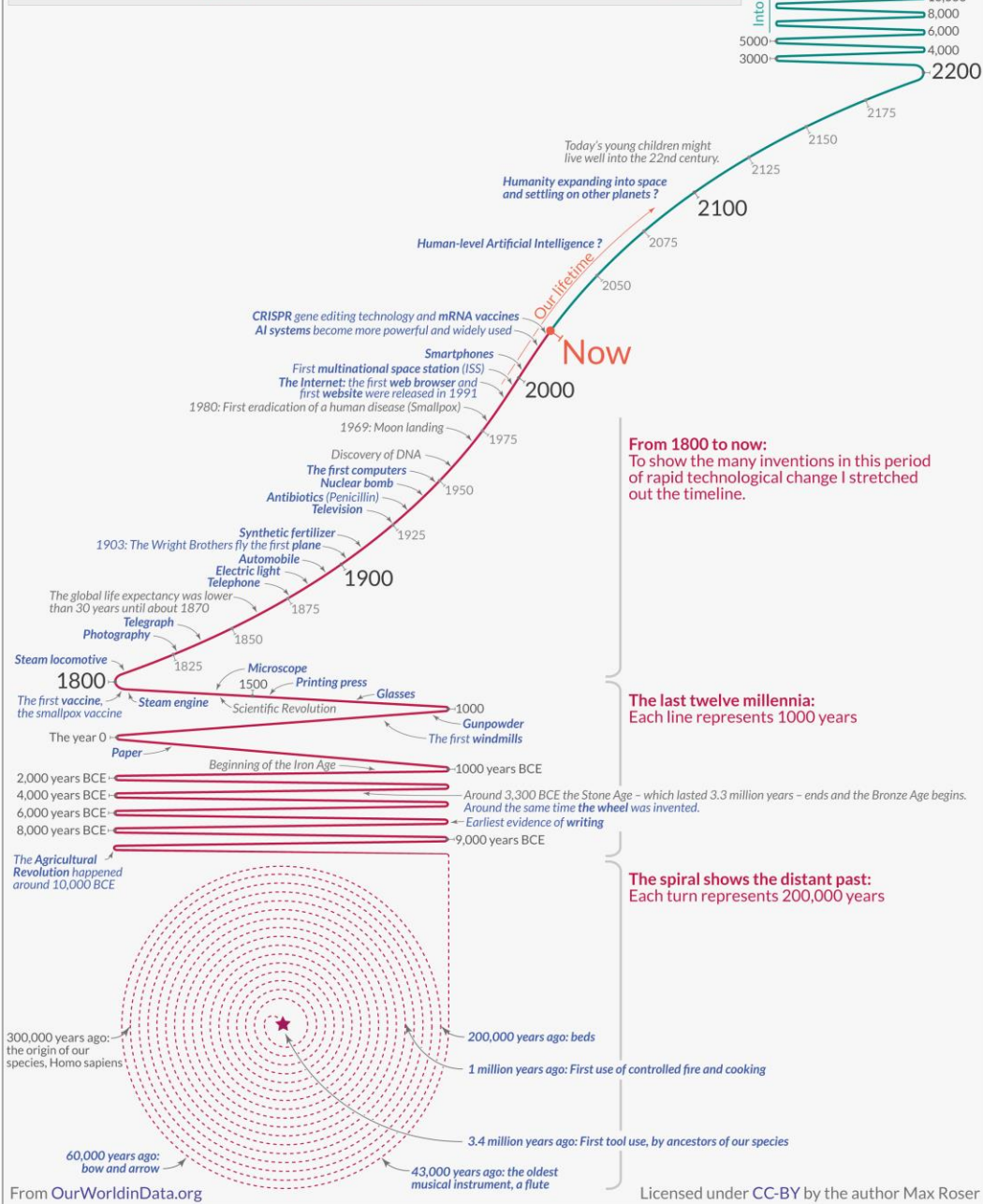
# Tonight's Agenda

- I. Five-year Global IT outlook and trends
- II. Strategic Plan Grounding
- III. Division Digital Ecosystem
- IV. Data Governance
- V. Information Security and Online Student Safety
- VI. AI in PWCS
- VII. What's Next

# A long-term timeline of technology

Our World in Data

From the distant past, to our lifetime, and into the distant future.



# Five-year Global Trends in Technology with Potential PWCS Impact

1. **Data Will Be King**
2. **Upskilling and Continuous Reskilling: Training the workforce of the future**
3. **Disinformation – Fact vs Fiction and Human vs Robot**
4. **Virtual and Augmented Reality (VR/AR)**
5. **Quantum Computing**



# PWCS Five Year Technology Roadmap 2025-2030



1. **Strategic data management:** data analysis, quality, literacy, governance, and security.



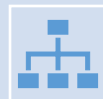
2. **Instruction:** Personalized and blended learning and high quality digital instructional materials.



3. **Talent management:** staff reskilling, upskilling, and hiring.



4. **Profile of a graduate and STEM skills:** curriculum development in key areas including computer science/critical thinking/data analytics.



5. **Digital Transformation:** modernize, centralize, and optimize technology, process, and structures.

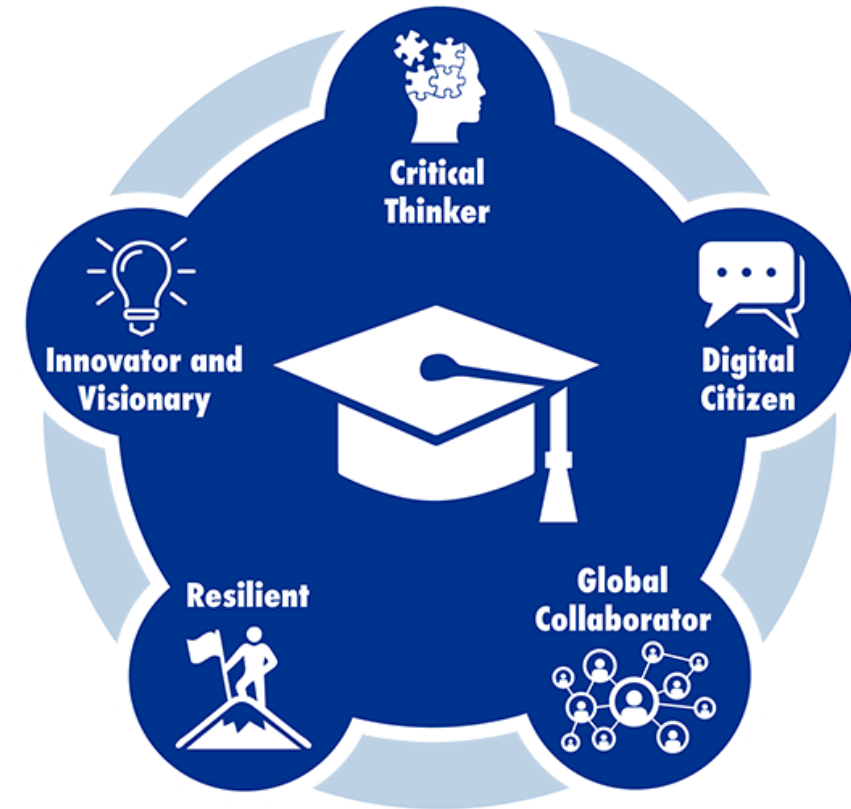


## Profile of Graduate - Digital Citizen

- Uses information technology to better the world around them.
- Utilizes technology ethically and safely to gather data and information.
- Applies critical thinking to make informed choices.
- Engages online responsibly and ethically in society and government.

## Organizational Coherence

- Utilize the same core learning, communication, productivity, and assessment systems divisionwide.
- Provide a safe online learning and working environment for students and employees.
- Implement a digital equity investment plan to equip and maintain consistent, high-quality technology support and digital learning tools, and provide one-to-one technology for students and teachers Division-wide.

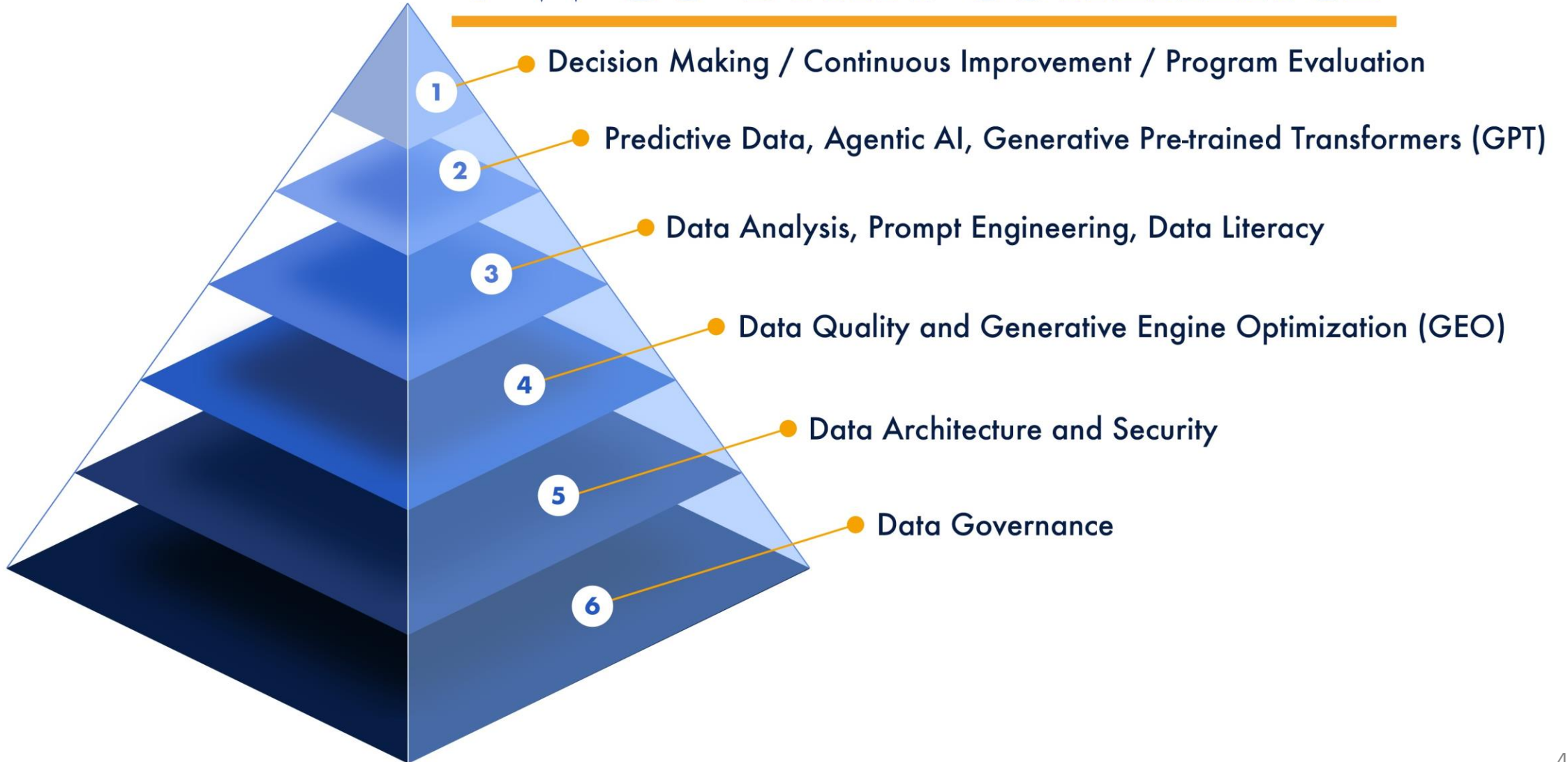


# PWCS Digital Ecosystem



# PWCS DATA COHERENCE

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# Data Governance: Legal and Policy Requirements

## Federal Level

- Children's Internet Protection Act (CIPA) requires schools to have internet safety policies that must include monitoring the online activities of minors when using school provided devices.
- Children's Online Privacy Protection Act (COPPA) imposes certain requirements on operators of a website or online service that is "directed to children" under 12 and that collects "personal information" from users or (2) knowingly collects personal information from people under 13 through a website or online service.
- Family Educational Rights and Privacy Act (FEPR) - An educational agency or institution must use reasonable methods to ensure that school officials obtain **access to only those education records in which they have legitimate educational interests.**

## State Level

- Virginia Government Data Collection and Dissemination Practices Act [§ 2.2-3800](#)

## Division Level

- 295-1 Computer Systems and Network Services - PWCS Responsible Use and Internet Safety Policy
- 295-2 Website Development and Implementation
- 295-3 Computer Systems and Network Services - PWCS Virtual Classroom
- 295-4 Data Governance
- 470-2 Purchasing of Information Technology Equipment, Systems, and Software



# PWCS Data Governance

## RBAC

- Role-based access control (RBAC) is a model for authorizing end-user access to systems, applications and data based on a user's predefined role.
- For example, a teacher can see only their classroom, the principal their school, an Associate Superintendent all their schools.
- In an RBAC system, an administrator assigns each individual user one or more roles. Each new role represents a set of permissions or privileges for the user.







## SSO

- SSO, or single sign-on, is a system that allows users to log in to multiple applications and websites with a single set of credentials, like one username and password.
- SSO applies the RBAC permissions.

# Information Security and Online Student Safety

## Who Is the Threat to PWCS Cybersecurity?

### CYBER THREAT ACTORS

<u>CYBER THREAT ACTOR</u>		<u>MOTIVATION</u>
NATION-STATES		GEOPOLITICAL
CYBERCRIMINALS		PROFIT
HACKTIVISTS		IDEOLOGICAL
TERRORIST GROUPS		IDEOLOGICAL VIOLENCE
THRILL-SEEKERS		SATISFACTION
INSIDER THREATS		DISCONTENT



# Information Security and Online Student Safety

## Global Ransomware Damage Costs\*

- **2015: \$325 Million**
- **2017: \$5 Billion**
- **2021: \$20 Billion**
- **2024: \$42 Billion**
- **2026: \$71.5 Billion**
- **2028: \$157 Billion**
- **2031: \$265 Billion**



*Ransomware is expected to attack a business, consumer, or device every 2 seconds by 2031, up from every 11 seconds in 2021.*



\* SOURCE: CYBERSECURITY VENTURES



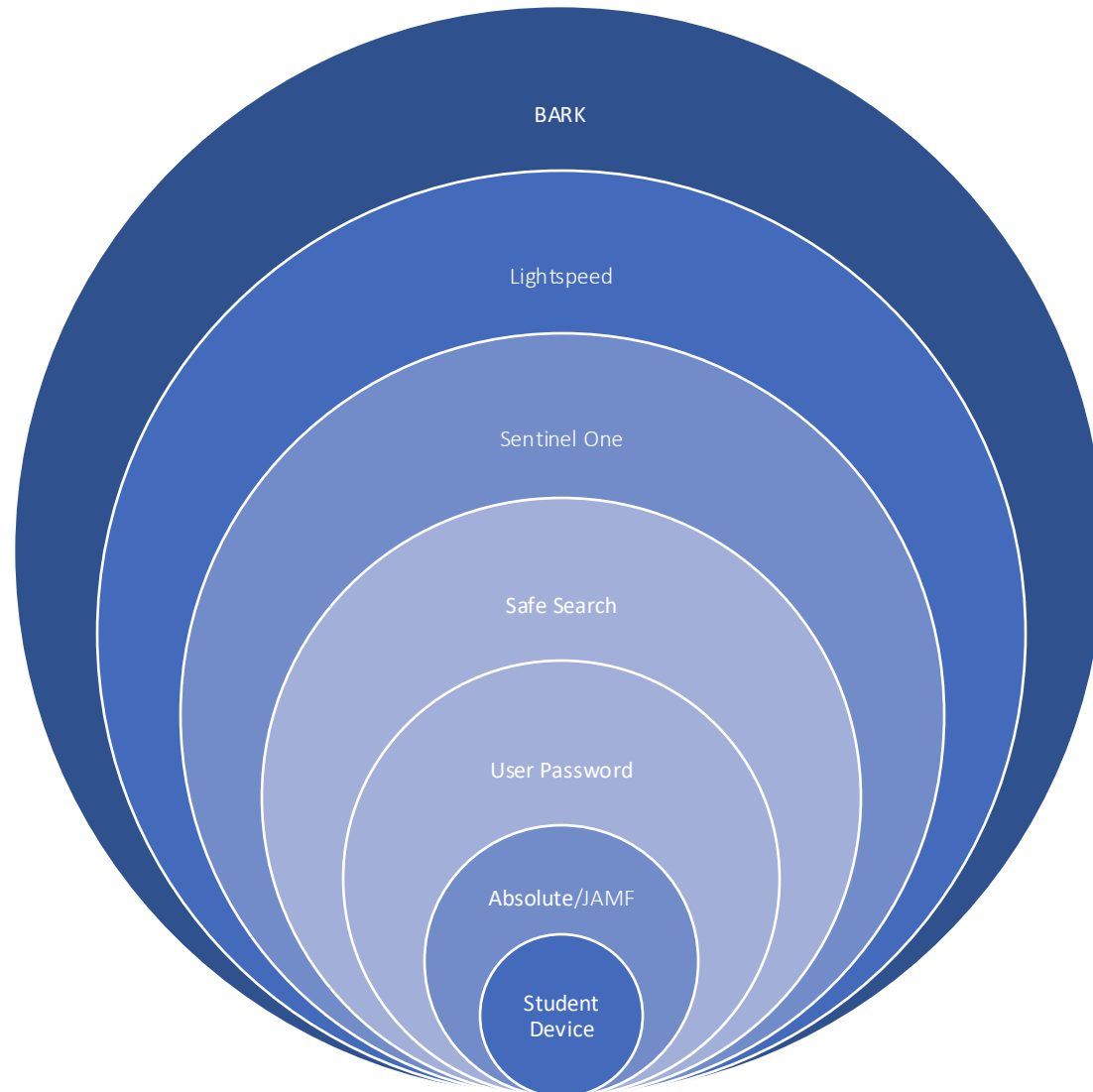
# Information Security and Online Student Safety

## Key Cost Factors & Statistics for 2024:

- Average Incident Cost: Around \$4 million for a school division.
- Ransom Demands: Average demands were high, with some sources citing around \$847,000 in 2024.
- Recovery Expenses: Even without paying ransom, recovery can cost millions, as seen in cases where districts spent \$9-10 million.
- Data Breaches: Over 6.7 million records compromised in education between 2018-mid-2023, leading to massive downtime costs.
- **PWCS InfoSec stopped ~100 million threats in last 12 months**



# Keeping Students Safe - Multi-layered Security



# BARK

# 181.9M

Activities Analyzed

Type	Total Alerts
Weapon	8,175
Violence	5,203
Bullying	2,554
Profanity	1,229
Drug/Alcohol-Related Content	1,020
Self-Harm or Suicidal Content	750
Hate Speech	439
Depression	354
Sexual Content	311

**A** **Kaden Judd**  
13456judd@brk.mobi

**B** /Blue Test High/Students/Class of 2022

**C** Direct Messages with 13456judd@brk.mobi, melanie@brk.mobi on April 19, 2022 at 3:06pm

**D** **Severe** Drug/Alcohol-Related Content Bullying Profanity

Included the following profanity: [redacted]

**E** Reviewed on April 19, 2022 at 4:24pm by Kaden Judd (more...)

**F**

Melanie Test: LOL [redacted] you idiot. playstation is trash Apr 19, 3:06 pm

Kaden: lets [redacted] gooo!!! I was able to score some tickets to 420 fest. we getting high as [redacted]!! Apr 19, 3:57 pm

Melanie Test: Oh hell yes!!!!!! Apr 19, 3:57 pm

[← Back](#) [Next >](#)

Was this issue helpful?

[Yes](#) [No](#)

Your feedback will help us continue to improve your results.

# Law Enforcement Partners





### Bark - Screen Time Parental Controls

Home / Departments / Instructional Technology / Digital Citizenship, Internet Safety And Media Literacy / Bark - Screen Time Parental Controls


#### BARK - SCREEN TIME PARENTAL CONTROLS

Bark - Control Our Teens' On-Screen Choices For Less Trouble

#### Screen Time Parental Controls Tool Available **Free** To Parents And Guardians

Prince William County Public Schools (PWCS) has robust monitoring in place within the PWCS network on PWCS-provided devices to keep students safe and identify potential concerns. Through a partnership with **bark**, PWCS is pleased to provide a parental solution for families who may wish to monitor personal devices provided to their children.

Through this partnership with PWCS, Bark is offering PWCS families Bark Jr for free (normally \$5 per month) and Bark Premium for 20% off full price (now \$80 per year).



### Digital Citizenship, Internet Safety And Media Literacy

Home / Departments / Instructional Technology / Digital Citizenship, Internet Safety And Media Literacy


#### DIGITAL CITIZENSHIP, INTERNET SAFETY AND MEDIA LITERACY

Bark - Screen Time Parental Controls

#### Digital Citizenship

Empowering students, educators and families to use technology respectfully, responsibly and safely in order to communicate, collaborate, create and think critically.

- **Communication and Social Networking:** Communicate respectfully and post only what you are comfortable with everyone seeing
- **Copyright and Intellectual Property:** Do not steal or damage the property of others and give credit to the creator of digital information and images
- **Cyberbullying:** Treat others courteously and report deliberate online harassment
- **Digital Footprint and Identity:** Protect personal information and respect the privacy of others
- **Information Literacy:** Locate, evaluate credibility, and give proper credit to use information effectively
- **Internet Safety:** Make positive connections and report inappropriate contact
- **Media Literacy:** The ability to identify different types of media and understand why the message was created and by whom, what techniques were used to grab attention, the presence of persuasive intent, and credibility



#### Student Resources

Information and Resources to help students learn to explore the digital world safely and responsibly.

Grades K-5

- [KEEP SAFE From Porn](#)
- [NetSmartz Kids](#)

Grades 6-8

- [NetSmartz Teens](#)

Grades 9-12

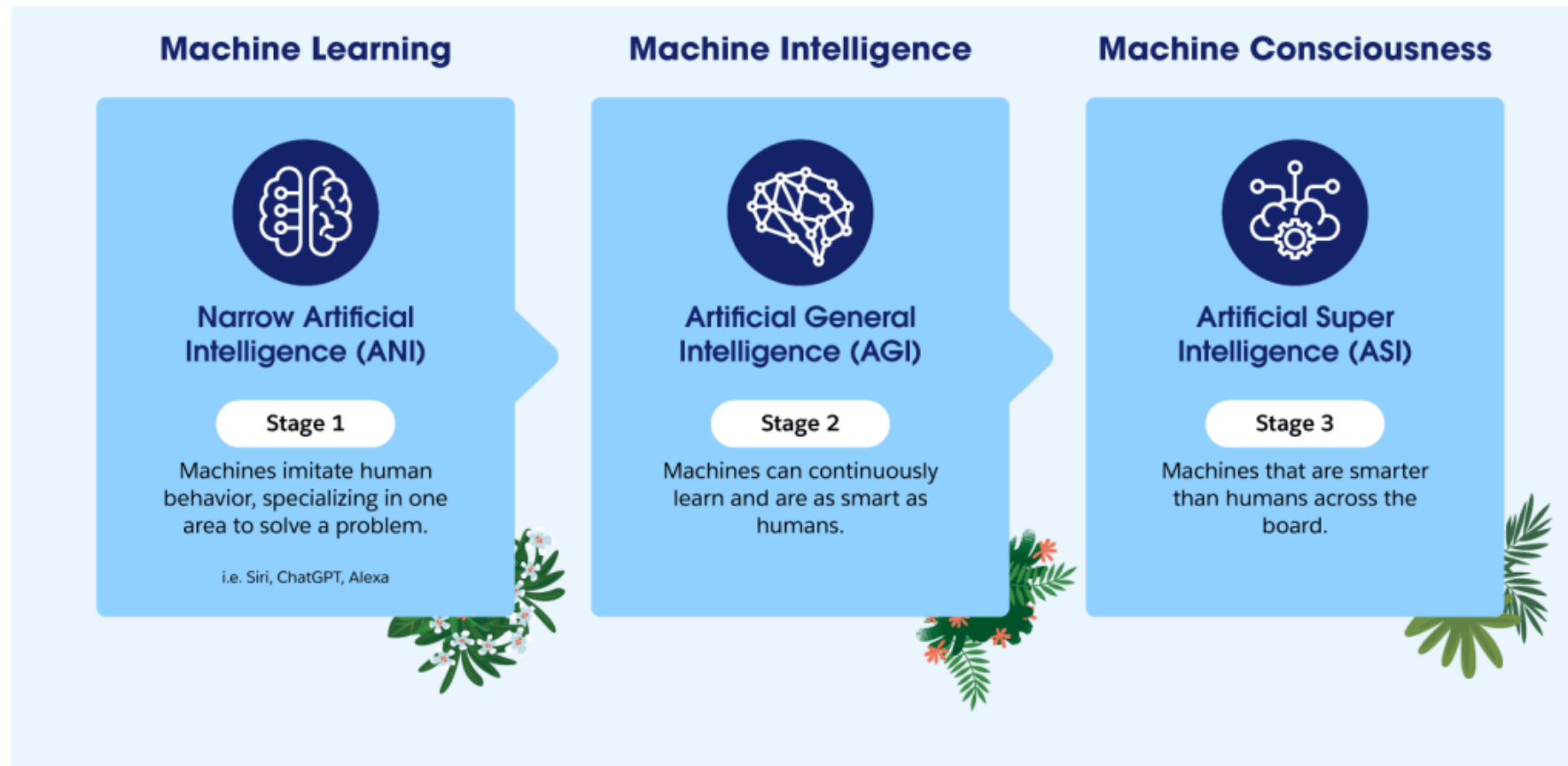
- [NetSmartz Teens](#)

#### Parent & Family Resources

Information and resources for families to support student growth as good digital

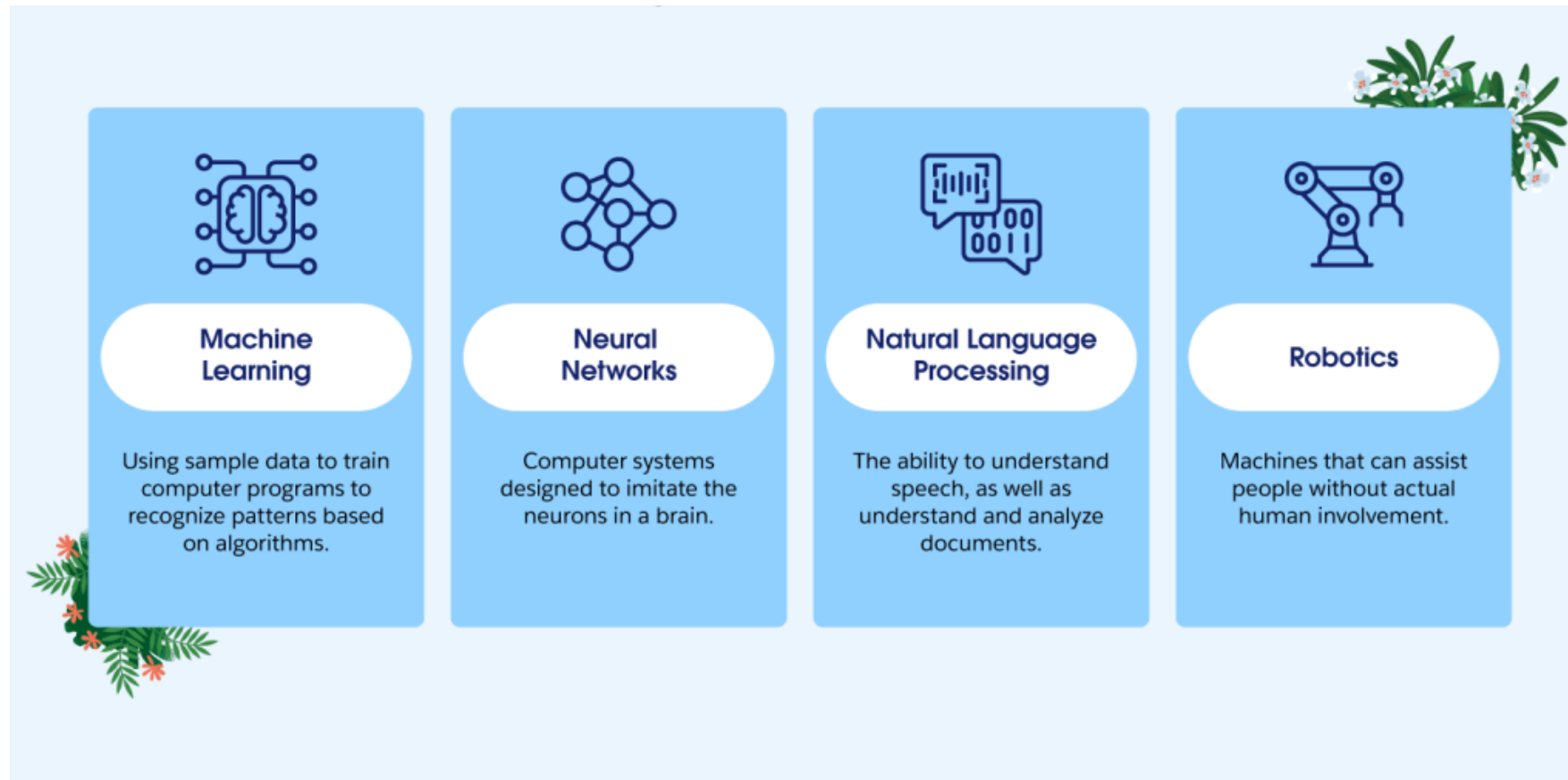
Time For Families

## AI based on capabilities



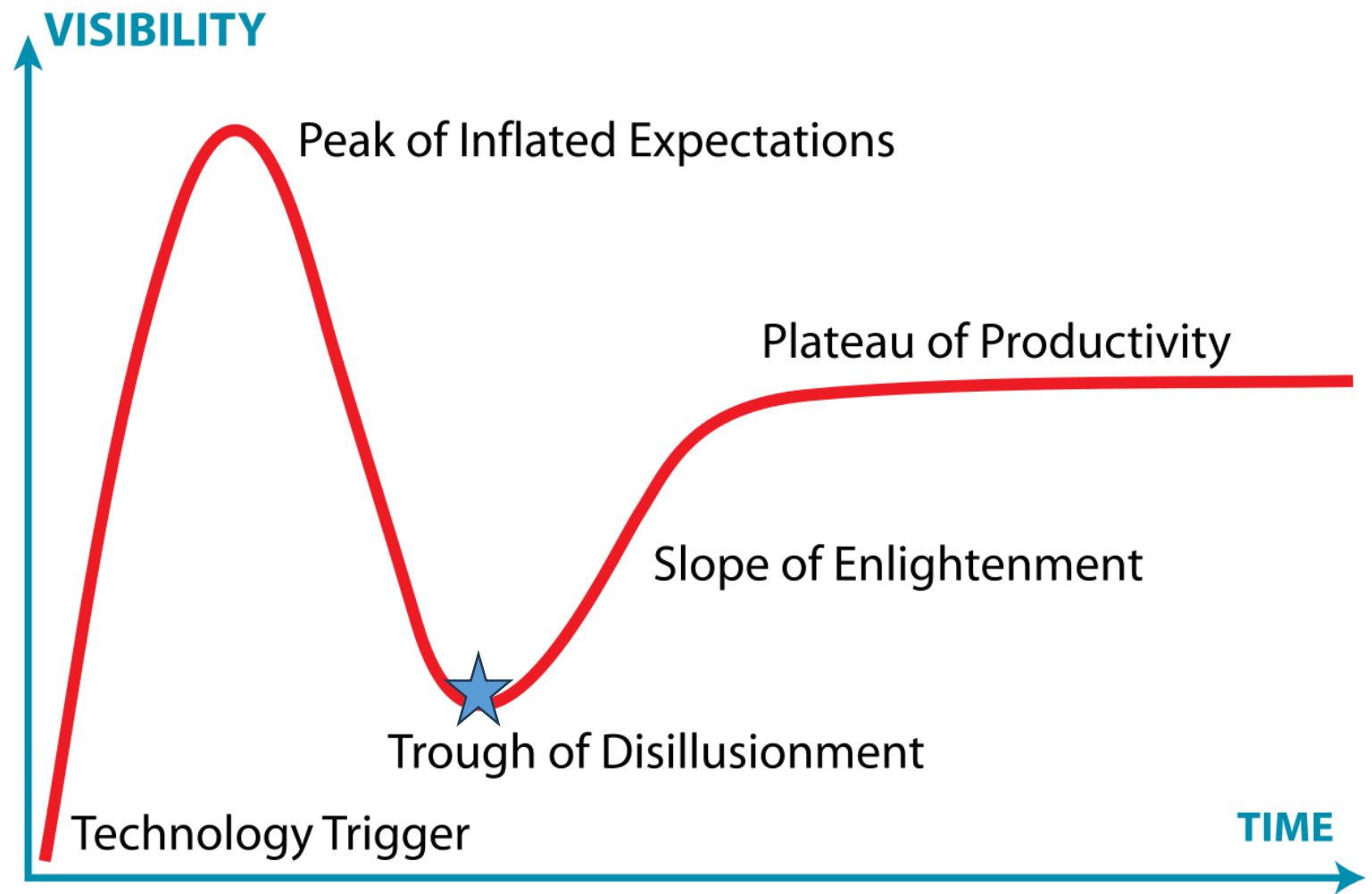
Graphic: Salesforce.com

## Types of AI technologies



Graphic: Salesforce.com

# Gartner Group Hype Cycle – LLMs Today



★ = you are here

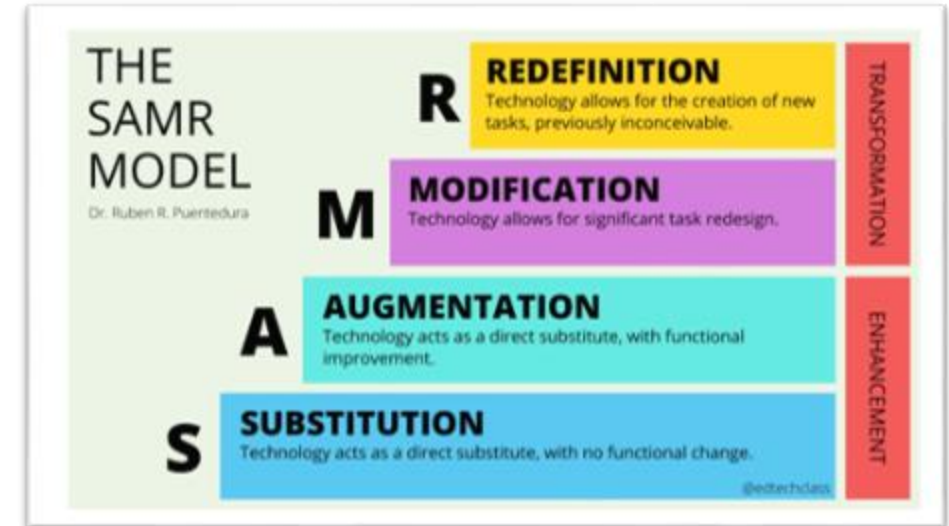


## Working Group Fall 2023

Purpose: to develop recommendations for development of PWCS guidelines and regulations, if needed, regarding use of AI in the classroom by teachers and students, administrators, and operations staff. This included:

- 50 members from across all levels of PWCS central offices and schools: principals, teachers, cabinet members, directors, administrators, supervisors, coordinators, and administrative staff.
- Various specialties represented, e.g., Special Education, Gifted, Math, Social Studies, English.
- Four subworking groups assigned: High School, Middle School, Elementary, and Operations.
- Family outreach.
- Provided guidance around people, processes, and technology.

- The goal of AI and data analytics is to enhance the ability of teachers to offer personalized learning for each student, addressing their unique strengths and areas of growth.
- Improved student performance and engagement only if incorporated in systematic, secure, and intentional methods **embedded in the curriculum.**
- The use of such tools must be done in a manner that utilizes a **seamless unified ecosystem** that incorporates high quality digital instructional materials in an integrated manner with other digital tools, such that the quality of the student task is coupled with best practices in student instruction.
- **Maximize the use of existing student digital platform (e.g., iPads, Canvas, HMH, etc.)**



# Current Status – AI Tools Now Available

- CoPilot for Staff (all staff)
- CoPilot Microsoft Office 365 including Agents (select accounts)
- ChatGPT for Teachers (all staff)
- Project Read (ELA Elem teachers)
- Qlik Answers (RADs)
- Adobe (select users)
- Google Search/Gemini (staff and students)
- CourseMojo (Select MS EL)
- Magma Math (Tutoring)
- Canva (students and staff)
- Varsity Tutors (students)
- Newsela (students and staff)
- StarBot IBM Neural Seek (public)
- ZenDesk (staff)
- TurnItIn AI checker (High School ELA teachers)
- Microsoft Learning Accelerators (staff and students)

# Significant PWCS AI Milestones Upcoming

- Teacher Cohort ChatGPT for Teachers – Launched December
- iOS 26 Apple Intelligence on iPads/iPhones - December
  - Integrates Apple Intelligence across the system, enhancing features like live translation, writing tools, Siri, and visual intelligence/augmented reality
- Enterprise Protected & Monitored Microsoft CoPilot for High School Students – Target Launch Feb 2

# CoPilot for High School Students Key Foci

- **Establish clear expectations, guardrails, and consequences for appropriate use of Copilot/Generative LLM AI.**
- Connect to standards of learning (Computer Science/Core Subjects)
- Ensure all high schools have equitable access to PWCS-approved AI tools and resources.
- **Promote digital citizenship and ethical AI engagement.**
- Equip educators with training, exemplars, and classroom strategies to integrate Copilot effectively.
- Encourage peer-to-peer sharing of best practices and early adopter success stories.
- Communicate the purpose, benefits, and boundaries of Copilot use at home and in school.
- Provide tips and resources to help families support AI literacy and responsible use.
- Reinforce division's strategic goals around innovation, equity, and future-ready learning.
- Position AI as a tool that elevates instruction and prepares students for college, career, and life.
- Address misconceptions (e.g., AI replacing teachers) and highlight how AI supports—not replaces—educators.
- Track usage, engagement, and feedback from students, staff, and families.
- Use data to refine training, support, and communications throughout the rollout.

# CoPilot for High School Students Strategy

1. Connect to curriculum standards.
2. Teachers first – optional and mandatory training, tool kits, model lessons in core curriculum areas
3. Acceptable Use Training/Communication – Red/Yellow/Green
4. Student Canvas Course – Acceptable Use, Prompt Writing
5. Family Communication
6. Pause during assessment window
7. Spotlight positive use cases

1	NO AI	The assessment is completed entirely without AI assistance. This level ensures that students rely solely on their knowledge, understanding, and skills. <b>AI must not be used at any point during the assessment.</b>
2	AI-ASSISTED IDEA GENERATION AND STRUCTURING	AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work. <b>No AI content is allowed in the final submission.</b>
3	AI-ASSISTED EDITING	AI can be used to make improvements to the clarity or quality of student created work to improve the final output, but no new content can be created using AI. <b>AI can be used, but your original work with no AI content must be provided in an appendix.</b>
4	AI TASK COMPLETION, HUMAN EVALUATION	AI is used to complete certain elements of the task, with students providing discussion or commentary on the AI-generated content. This level requires critical engagement with AI generated content and evaluating its output. <b>You will use AI to complete specified tasks in your assessment. Any AI created content must be cited.</b>
5	FULL AI	AI should be used as a 'co-pilot' in order to meet the requirements of the assessment, allowing for a collaborative approach with AI and enhancing creativity. <b>You may use AI throughout your assessment to support your own work and do not have to specify which content is AI generated.</b>

<https://learning.nd.edu/resource-library/enhancing-assignments-with-ai-transparency/>



AI for All Staff



Teaching AI Literacy



Designing Learning  
with AI



AI for Specialized  
Instruction

## CoPilot for High School Students - Example Resources

- [LaunchPad](#)
- [Common Sense Media](#) AI Education Tool Kit
- <https://www.aiforeducation.io/>
- [AI Classroom Toolkit](#)
- [Family Safety Toolkit](#)

PWCS  
Vision 2030  
Instructional  
Priorities

**1:** Cross-curricular project-based and personalized learning

**2:** Advance computational thinking to develop problem-solving skills and logical reasoning

**3:** Flexible learning models

**4:** Integrate Augmented Reality/Virtual Reality

**5:** Create in-person and virtual innovation zones

**6:** Curated AI tools for students and staff

# Technology Update

Superintendent's Advisory Council on Instruction  
December 11, 2025

Matt Guilfoyle, CIO

Dr. Stephanie Soliven, Associate Superintendent for Teaching and Learning

AJ Phillips, Director Information and Instructional Technology

# WORK SESSION

- Code of Behavior Updates & Revisions
- MTSS Behavior, Behavior Specialist Role

# Next Meeting:

## January 8, 2026

Mrs. Teresa Duvall, Director of the Student Hearings Office

Code of Behavior Updates & Revisions

Dr. Darwin Barker

MTSS Behavior, Behavior Specialist Role



# Closing and Adjournment

